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ABSTRACT

The term "pre-doctoral syndrome" is used to define behaviors of doctoral students during the research and dissertation stage of their program, when they typically become intense, single-minded, over-sensitive, less receptive to criticism, and exhibit stress-related behaviors. A study was conducted to examine the perceptions of University of Akron (Ohio) doctoral alumni of the Department of Educational Administration toward the curriculum, support, and advisement. Surveys were mailed to 70 alumni, with 49 returned, a 70% response. A profile of factors emerged which positively or negatively impacted student success in the dissertation process, including time restraints, increased stress, intense focus, less patience, personal fulfillment, professional impact, experience of failure at various steps, positive support groups, and mentoring advisors. Students who were able to maintain a balance between their personal and professional lives, in spite of time restraints, typically found the process to be a positive and rewarding experience. Though many students experienced stress from time limitations and fear of not completing the program, stress appeared to be a natural part of the process. Positive support from spouses, family, or friends also played an important role in the students' perceptions of the process. Includes 37 references. Appended are the survey instrument of 26 items, including 10 items requiring expository answers, and 17 tables analyzing survey responses. (JDD)

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Pre-Doctoral Syndrome: Study of Educational Administration Graduates

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Introduction/Rationale

Doctoral advisors and graduate professors have consistently reported unique behaviors of doctoral students during the research and dissertation stage of their program. Typically, students become intense, single minded, over-sensitive, less receptive to criticism, and exhibit many behaviors associated with stress. The researchers have defined these behaviors as the Pre-Doctoral Syndrome (PDS). Apparently, very little research has been conducted on this topic. As a result, data is needed to determine the scope of behaviors and serve as a framework to improve residency seminars and advisement. Also, perhaps doctoral students can less stressfully complete the program if they learn to keep things in perspective by recognizing behaviors common to students in this graduate phase of study.

This study examined the perceptions of doctoral students toward the curriculum, support, and advisement during their doctoral study and dissertation development. Surveys were mailed to University of Akron doctoral alumni from the Department of Educational Administration who were conferred during the last five years. Results from this study will provide data to help develop programs and advisement which better meet the needs of a highly transient student population. In addition, the study will also provide data as a framework for expanded mentoring and scholarly activities.

Need and Purpose

These researchers believe that better understanding of the perceptions, experiences, and feelings of doctoral students during their studies will help advisors in their abilities to plan, manage, and support students while minimizing discouragement. Findings from this study will serve as a basis to help advisors and students develop stronger partnerships, coping mechanisms, and make the doctoral experience mutually rewarding.

Review of the Literature

The increasing necessity for continuing education through advanced degrees is now recognized throughout the land as being undebatable and unquestionable. Societal pressures for better schools and school personnel as well as technological advances, defense needs, and industrial requirements have brought many educators back onto college campuses to obtain graduate degrees. Although there is literature related to the importance of continuing with one's college education for self-improvement, there seems to be little or no literature related to the perceptions of doctoral students that were identified in this study in regard to time stress, fear of not completing, career improvement, faculty/staff support, anxiety/alienation, out of control, and mental changes. Also, there seems to be little current literature on these identified factors. However, the following literature that was found is related to the aspects of support systems and role conflicts.

One article on the topic is by Davis and Parker. Davis and Parker (1979) suggest doctoral students are "people." They are subject to the same range of emotions, fears, and joys that others experience, but due to the time constraints, these emotions are often magnified. Doctoral students sometimes get discouraged or depressed, which interrupts progress on the dissertation. As a result of their lack of research experience, students may feel alone, overwhelmed, and incompetent to complete the work. Student data from the Educational Administration Doctoral Program support these findings. More than one-fourth of the students accepted in the program complete the coursework, all but dissertations (ABD).

Other researchers have focused on the emotional aspect of learning on adult learners. Draves (1984) equates a good emotional state with learning. He suggests, "Feelings are not just aids or inhibitors to learning; the goals of learning and of emotional development are parallel and sometimes identical and can probably be most conveniently stated as self-actualization and self-mastery." This view is especially applicable when viewing doctoral students because the dissertation process is new learning, which if mastered, provides a sense of self-actualization.

Additional research on adult development suggests there is a certain amount of anxiety and stress for adults as they become involved in new learning. This anxiety can be instigated in adults by career pressure and age and other life transitions (Levinson, Lerner, Hulch, 1973). Research on

stress further suggest life changes can cause potential stress as a precursor to illness. In a more recent study, Holmes and Rabe (1989) devised a social readjustment rating scale which has 42 common life changes as indicators of stress. Some of these related to this study; i.e., changes in the family unit.

The family as a support unit is subjected to various stresses and potentially threatening events upon husbands and wives entering graduate programs. Family theorists and researchers have long recognized the systemic nature of interaction between the marital and family units and graduate education (Gilbert, 1982). Halleck (1976) reported that the demands of graduate school exceed those of the typical eight-hour work day. Many married couples report an overall lack of time together, hampering effective and meaningful communication.

Also, the presence of children seems to have a negative effect on the married graduate student. Time commitments, role conflict, and the added responsibilities of parenting may work against everyone's well-being (McLaughlin, 1985). There is a common perception of marriage as being a support system; however, marriage has been shown to have a negative effect on women's graduate work, but not on men's (Feldman, 1973). The most successful graduate students are single and divorced women who can pursue their education goals with limited role conflict (McLaughlin, 1985).

Gruver and Labadie (1975) identified five major sources of dissatisfaction among a population of married students. They

are: (a) sexual dissatisfaction, especially regarding frequency and time of day; (b) lack of communication; (c) lack of recreation time; (d) not enough money; and (e) a need for more friends. Craven (1974) also identified a lack of time and lack of communication as problem areas for married graduate students.

On the whole, however, studies show advantages of student marriages are more prevalent than disadvantages. Reconciling the dual and often conflicting demands of the student-spouse role may help enhance marital stability rather than complicate marital relations (Giles, 1983).

Selby (1972) continues the discussion by identifying several factors may affect marital stability during graduate study. They include:

1. Differences in educational levels
2. Financial problems
3. Social relationships
4. Time pressures
5. Children
6. Role conflict
7. Sexual problems; and
8. Decision-making

Another study found that the primary stabilizer for the doctoral student couple is the support received from the non-student spouse and parents, with that of the spouse being the most important (Giles, 1983). Based on an ethnographic study conducted by Giles (1983), the primary stabilizers for doctoral

student couples are: support from spouse, financial support, employment of non-student spouse, delayed gratification, emotional/psychological support, academic support, basic needs support, household duties, child care, income management and budgeting, and parental support. This ethnographic study identified factors that were also brought forth in this study.

By reviewing the literature, recommendations for academic departments and university counseling centers were found. For academic departments, suggestions included implementing a "buddy system" between incoming students and advanced graduate students, raising advisors' awareness of the impact they have on students' perceptions, inviting graduate students' families to an orientation with discussions on the stresses associated with graduate study, conducting departmental self-studies to determine needs of their particular doctoral students, and scheduling ongoing seminars for graduate students on such topics as time management, as well as, scheduling leisure activities (Hartnett, 1976; Lewis, 1983; Rimmert, Lammert, & McClain, 1982; Valdez, 1982).

Recommendations for university counseling centers include offering graduate students and their families services for individual and group counseling. Counseling sessions would focus on issues relating to roles, priorities, goals, and household changes (Van Meter & Agronow, 1982; Harper, 1979; McLaughlin, 1985). Other researchers (Gruver & Labadie, 1975; Jenk, 1980) recommend walk-in crisis centers as a means of assisting graduate students and their families on a daily

basis. Lastly, there should be joint efforts between counseling centers and academic departments in designing preventive maintenance programs for graduate students.

The literature that was reviewed summarized research that identified changes that occur with graduate students regarding family adjustments and role conflicts. The seven factors investigated in this study were not identified in the literature. It is felt that the factors this study identified are more under the control of the academic environment than the concepts identified in the review of the literature, therefore, supporting the need and utilization of this investigation.

Goals and Objectives

The primary goal is to develop a more effective set of procedures used by advisors. The research project examines perceptions of doctoral alumni about their experiences during the research and dissertation stage of their program. Alumni were asked to reflect back and rate specific behaviors on a Likert scale to determine to what extent, if any, they remember experiencing certain emotions or activities. Based upon these goals and objectives, the following are the research quantitative questions to be investigated:

1. What is the underlying factor structure of the instruments?

2. Is there a relationship between Item 6 ("At the time you were writing the chapters, did you feel you received sufficient help and assistance from the faculty?") and the factors that emerged in the factor structure?

3. Is there a significant difference between sex and the factors identified in Question 1?

4. Is there a correlation between age and the factors identified in Question 1?

5. Is there a correlation between type of degree earned and the factors identified in Question 1?

6. Is there a correlation between marital status and the factors identified in Question 1?

7. What is the correlation of the factor structure of Instruction 1 with the factor structure of Instruction 2?

The following are the research questions in the qualitative realm:

1. What relationship is there between stage of project and perceptions of faculty support?

2. Is there a differences in perceptions of faculty support after degree versus during?

3. What relationships exist between receiving the doctorate and expected future outcomes.

4. What relationships exist between student's personal and professional experiences and time on task?

Procedures

Description of the Instruments and the Expository Questionnaire

This section will describe the two instruments and the expository questionnaire developed for this study. (See Appendix A.) For subject's ease in filling out, all were combined.

Instrument 1

The first instrument began with a checklist of demographic items that included gender, degree held, race, marital status, and dependents. The items continued with fill-in-the-blanks for age, year doctorate studies began and were completed, professional positions at entrance and exit of study, as well as current position and number of years of the master's and doctoral programs.

The last section of Instrument 1 (items 1-15) asked the subjects to indicate on a Likert scale from 5 being "always" and 0 being "never," to what degree they remembered experiencing any of the 15 named activities during the development of their dissertation. The 15 activities were: feeling overwhelmed; having less tolerance than usual with faculty/staff, relatives/friends, self; feeling of being on a treadmill; receiving help and assistance from faculty; being overly sensitive to critiquing of work; losing track of time or data; having little time for self or hobbies; feeling driven, speeding in a car to beat lights; striving for the degree for position betterment; identifying graduation deadline as a motivational factor for completing; fearing not to complete; and perceiving setbacks or disappointments to deterring time toward completion.

Instrument Two

The second instrument was Item 16. Subjects were asked to continue with the same procedure as above to indicate to what degree they experienced the following: anxiety, paranoia,

physical changes, mental changes, emotional change, hostility, anger, frustration, "out of control," not appreciated, not understood, and illness. Instrument 2 ended with "other" followed by a fill-in line.

Expository Questionnaire

The last section consisted of Items 17-26. The subjects were directed to compose their responses to lead questions or comments. These items requested reflections about their behaviors, relationships, changes in their personal and professional lives, support systems, most positive and most negative experiences, explanation if they would or would not do their graduate work again, and an explanation of if they met with failure and how they would have handled it. The last item was open-ended asking, "If there is anything else that you would like to explain, please do so."

Data Collection Procedures

Surveys were mailed to The University of Akron doctoral alumni (N = 70) from the Department of Educational Administration who were conferred during the last five years. Forty-nine surveys were returned, representing 70% of the graduates.

Power. A power anlaysis was done with an effect size of .15 and an alpha level of .05 with N = 49. This produced an estimated power of .71 (Newman & Benz, 1983).

Design. The design of this study is ex post facto. There are three major types of ex post facto research designs. The most sophisticated of the three identifies hypothesis a priori and tries to control for some alternative explanation

(frequently using analysis of covariance) (Newman & Newman, 1979). This study will be using the most sophisticated type of ex post facto research by looking at testing hypothesis while controlling for alternative explanations for the identified relationships.

Results and Discussion

Introduction

The research questions required both qualitative and quantitative methodology to be addressed. Therefore, the qualitative/quantitative interactive continuum research design approach suggested by Newman and Benz (1989) was utilized.

The analysis of data will be presented in the following sequence: First, there will be tables of descriptive data regarding the sample, as well as a factor analysis of the instrument and its description of the factor structures and its interpretations, followed by a set of inferential statistics testing the relationship between certain demographic variables and perceived support as well as the relationship between demographic variables and the factor structures of the instrument (Tables 1-14). Next, the qualitative analysis will be presented which will give a picture of the uniqueness of individual responses (Tables 15-17). This is concluded with the insights received from both the qualitative and quantitative research. These insights, having heuristic value in that it suggested needed further research, along with some specific suggestions of research that to be considered.

Results of the Quantitative Analysis

1. What is the underlying factor structure of the instrument?

The factor analysis indicated a four-factor solution for the first instrument. The first instrument consisted of 15 items (see Appendix A and Table 5). The factors were named time stress, fear of not completing, career improvement, lack of faculty/staff support. The second factor analysis was completed on the second instrument. This factor analysis produced a three-factor solution (see Appendix A and Table 6). These factors were named anxiety/alienation, out of control, and mental changes. It was concluded that Instruments 1 and 2 were measuring seven underlying dimensions. These dimensions or factors were then used in the analysis of the questions listed below. See Table 6 for the factor loadings and eigen values.

2. Is there a relationship between Item 6 ("At the time you were writing the chapters, did you feel you received sufficient help and assistance from the faculty?") and the factors that emerged in Question 1 (time stress, fear of not completing, career improvement, lack of faculty/staff support, anxiety/alienation, out of control, mental changes)?

There was a relationship between sex and the out of control factor. Female perceived themselves feeling more out of control during their graduate studies than did the males.

3. Is there a significant difference between sex and the factors the emerged in Question 1?

No significant difference was found at alpha = .05

4. Is there a correlation between age and the factors that emerged in Question 1?

No significant correlation was found at alpha = .05.

5. Is there a correlation between type of degree earned and the factors that emerged in Question 1?

No significant correlation was found at alpha = .05.

6. Is there a correlation between marital status and the factors that emerged in Question 1?

No significant correlation was found at alpha = .05.

7. What is the correlation of the factor structure of Instrument 1 with the factor structure of instrument 2?

Factors of out of control and anger/alienation are highly positively correlated withthe factors of time stress, fear of completion, and negative support. The factor of mental changes is negatively correlated with negative support (see Tables 5 and 6).

Results of the Qualitative Analysis

1. What relationship is there between stage of project and perceptions of faculty support?

Student responses suggest there was a relationship between positive or negative experiences and the level of faculty support they encountered during the comps, dissertation, and oral defense stages of the process. Many students especially emphasized the importance of assistance with statistical

analyses and advisement during the dissertation development stage. Lesser support from faculty and stronger support from family and friends appeared to be more important in the earlier stages of the process.

2. Is there a difference in perceptions of faculty support after degree versus during?

Most alumni indicated positive support from faculty and advisors during the process. However, the reseachers did not anlayze their perceptions of support before graduation. Time and success may have put the issue of support in a different perspective. This question should certainly be explored in more detail in future research.

3. What relationship exists between receiving the doctorate and expected future outcomes?

Student comments suggest they felt strongly that the terminal degree would be a vehicle for profesional and career growth (upward mobility). When asked what effect the degree had on their professional life, many students reported it raised their status, caused a promotion or improved their job efficiency. A few students, however, seemed disappointed becuse there was a disparity between their expectations and outcomes. This was reflected in their reports of demotions or even loss of a position.

4. What relationship exists between students' personal and professional experience and time on task?

Students consistently reported time, time management, or lack of time as being the key factor which changed both their

personal and professional behavior. Students typically found less time for family, hobbies, and friends, resulting in less patience and more tension during this process. Many students expressed the difficulty of juggling their work schedules to accommodate the time expectations in the doctoral program. Even when questioned about whether or not they would do the doctorate work again, students overwhelmingly responded "yes," but with different time allocations. However, most students reported intense time on task at the sacrifice of work and family.

Summary of Qualitative Reflections

An interrelated examination of the responses showed diversity in student experiences during the dissertation process. However, commonalities were reported by students who perceived the process as a positive and rewarding experience. Students who were able to maintain a balance between their personal and professional lives, in spite of time restraints, typically found the process to be a positive and rewarding experience. Though many students experienced stress from time limitations and fear of not completing the program, stress appeared to be a natural part of the process. Positive support from spouses, family or friends also played an important role in the students' perceptions of the process. Even single students indicated support from friends was helpful while writing their dissertation. This relationship between family/friend support

groups and the dissertation process strongly suggests the need for advisors to include family or key friends in the orientation phase of the process.

When reviewing the responses overall, a few generalization can be made. First of all, the students responded at a high rate. Many wrote more than was queried and many thanked the researchers for asking them about their pre-dissertation experience. The feeling could be that after the graduation, the college does not continue correspondence in a scholarly fashion and these students needed to tell their reflections. Personnel was named repeatedly indicating the importance of communication through advising and support. Advising could be the key to success of their programs. The statistics course and the statistician were especially identified positively or negatively. There appeared no middle ground, the impact being a dichotomy. The terms isolation, alone, and withdraw from others seem to be coupled with the responses about the process being one of self-discipline and intrinsically rewarded. They felt they had to do it on their own and not perceive failing a step in the process as failure to continue the doctorate. "Dust myself off and go on," was the theme.

In the comments section, there were a few interesting items that should be examined for future research. First, only females mentioned that there was a lack of female professors and only males mentioned that the Department of Educational

Administration had a group of great men. Secondly, the males, much more than the females, indicated that they found marriage support of the doctoral process.

In conclusion, a profile of factors emerge which positively or negatively impact student success in the dissertation process. Below are the commonly reported factors.

1. Time restraints (family, social, employment).
2. Increased stress.
3. Intensely focused.
4. Less patience.
5. Personal fulfillment (achievement, higher self-esteem).
6. Professionally impacted (positive/negative).
7. Sometimes failure (at various steps or no experience of failure).
8. Positive support groups (family, faculty, staff).
9. Mentoring advisors.

Implications

Looking at the correlation between the two factor solutions, it is clearly shown that Time/Stress and Fear of Non-Completion are significantly related to Anger/Alienation and Feeling Out of Control. Even though this is a correlational analysis, the data can be used to support the position that people who feel as if they are under Time/Stress and have a Fear of Non-Completion will tend to express Anger/Alienation.

Even though it is known that causation cannot be assumed, this data strongly suggests that it may be worthwhile for

advisors to be sensitive to the possibility that a student who is expressing Anger/Alienation behaviors may be doing so due to their feelings of Time/Stress and Fear of Non-Completion. The advisor's most effective behavior should not be to respond to the behaviors of Anger/Alienation, but to the student's Fear of Non-Completion and feelings of Time/Stress.

It is the contention, then, that if the advisor reduces the Fear of Non-Completion by indicating things like, "Most students that do finish have been where you are now. You are on track based upon what other people have done who have finished," and to help them with some time management, counseling, and advice. Some time management suggestions may be along the lines of helping the student to break down the perceived overwhelming tasks into smaller perceived, more manageable tasks. These behaviors on the part of the advisor are likely to reduce the Anger/Alienation feelings and behaviors on the part of the student.

The Negative Support factor is similarly correlated with Anger/Alienation and Out of Control; however, it is negatively correlated with the Mental Change factor. The researchers are interpreting this to mean that students who felt that they had grown intellectually tended to feel that they had received more support. This also has implications for the advisor.

It is a good idea for the advisors to point out, give examples of, and demonstrate how much the students have learned

and grown. This will give the students a sense of accomplishment and could possibly decrease negative affect toward the Support factor and decrease Anger/Alienation.

Suggestions for Further Research

One of the things that needs to be looked at that was not investigated was the relationship between the factors that were identified with the stages of the dissertation process. This could be very important since different affect and different types of concerns may arise at different stages.

This data needs to be replicated within different departments and different colleges. It is important to estimate the stability of the factor structures and to determine whether these factor structures are stable across sex and majors. In addition, a discriminative analysis should be run based upon the qualitative analysis indicating extremely positive and negative comments. This would allow us to take advantage of the qualitative findings and to determine which variables will discriminate between these groups that could be used to help advisors identify the most effective procedures to help their students.

Summary

Based upon the analyses of the study, it appears that neither quantitative or qualitative analyses alone would be sufficient for describing the sample. As one can see from the quantitative analyses, the researchers measured relationships between aggregated scores that are averaged responses. From the qualitative we got a more in-depth picture of individual

differences that modify the generalizations. Therefore, the generalizations would probably be inappropriate if one just examine the quantitative results. It is the investigators' belief that having analyzed this data both from a quantitative and qualitative prospective, it will provide more insight and be more pragmatically utilized.

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APPENDIX

Table 1

Demographics

Variables	N	%
Sex	49	50.4
Race1	49	6.1
Race2	49	89.7
Race3	49	0.0
Race4	49	2.0
MSTA1	49	79.5
MSTA2	49	14.2
MSTA3	49	4.0
MSTA4	49	4.0
Depend.	49	69.3

(1 if ____, 0 otherwise)
Sex = male
Race1 = Black
Race2 = Caucasian
Race3 = Asian
Race4 = Other
Marital Status
  MSTA1 = married
  MSTA2 = single
  MSTA3 = divorced/separated
  MSTA4 = widow/widower
Depend. = Have children/dependents

Note. See Appendix A for questionnaire.

Table 2

Demographics

Variables	N	SD
AGE	42	5.79
YRBEGAN	1980	11.33
MAYEAR	2.39	0.90
DRYEAR	7.20	10.96

AGE in YEARS
YRBEGAN = Year began doctorate
MAYEAR = No. of years in Master's Program
DRYEAR = No. of years in Doctoral Program

Note. See Appendix A for questionnaire.

Table 3

Means and Standard Deviations
Gender and Q1-S15, QA-QL

Variable	Men x	Men SD	Women x	Women SD
Q1	1.19	1.06	1.77	1.27
Q2	1.89	1.22	2.09	1.51
Q3	2.41	1.19	2.22	1.72
Q4	2.15	1.32	2.18	1.30
Q5	3.15	1.32	3.18	1.56
Q6	3.89	1.15	3.63	1.43
Q7	2.9	1.11	2.00	0.93
Q8	1.11	1.15	1.41	1.33
Q9	2.89	1.48	2.91	1.51
Q10	3.74	0.86	3.23	1.51
Q11	1.96	1.37	2.10	1.54
Q12	3.37	1.45	3.48	1.72
Q13	3.41	1.69	4.09	1.15
Q14	2.63	1.78	2.77	1.23
Q15	2.70	1.49	2.59	1.33
QA	2.62	1.27	3.14	1.28
QB	0.81	1.04	1.41	1.44
QC	1.60	1.53	2.09	1.27
QD	1.74	1.26	2.32	1.36
QE	2.07	1.30	2.77	1.27
QF	1.89	1.31	2.05	1.40
QG	2.07	1.21	2.14	1.49
QH	2.70	1.17	3.18	1.80
QI	0.67	1.00	1.23	1.48
QJ	1.37	1.11	2.48	1.54
QK	1.52	1.25	2.27	1.67
QL	0.70	.087	1.14	1.21

Note. See Appendix A for questionnaire.

Table 4

Positions Held

	PP	PG	PN
1	0.06	0.04	0.02
2	0.02	0.04	0.02
3	0.27	0.29	0.23
4	0.04	0.04	0.04
5	0.20	0.21	0.17
6	0.00	0.00	0.00
7	0.04	0.10	0.08
8	0.04	0.10	0.17
9	0.20	0.06	0.13
10	0.08	0.08	0.10

PP = Career position pre-doctoral
PG = Career position after graduation
PN = Career position now

1 = Teacher
2 = Coordinator
3 = Principal/Asst. Principal
4 = Supervisor
5 = Professor/Asst. Professor
6 = Dean
7 = Director, etc.
8 = Superintendent/Asst. Superintendent
9 = Other
10 = Higher Education

Note. See Appendix A for questionnaire.

Table 5

Factor Loading Matrix
Q1-Q15

Variables	Time Stress Factor 1	Fear of Not Completing Factor 2	Career/ Job Better-ment Factor 3	Peceived Faculty/ Family Support Factor 4
Q1				0.661
Q2				0.651
Q3	0.752			
Q4	0.717			
Q5	0.807			
Q6				-0.725
Q7		0.577	0.484	
Q8			0.531	
Q9	0.684			
Q10	0.770			
Q11	0.776			
Q12			0.709	
Q13		0.612	-0.501	
Q14		0.739		
Q15	0.794			
	Variance Explained by Each Factor			
Eigenvalues	4.075	2.178	1.725	1.673

Note. See Appendix A for questionnaire.

Table 6

Factor Loading Matrix
Q16-1

Variables	Factor 1	Factor 2	Factor 3
Q16A	0.83054		
B		0.776	
C		0.677	
D			0.946
E	0.631		
F	0.855		
G	0.947		
H	0.587		
I		0.823	
J	0.871		
K	0.877		
L		0.904	

Variance Explained by Each Factor

	Factor 1	Factor 2	Factor 3
Eigenvalues	5.115	3.514	2.456

Note. See Appendix A for questionnaire.

Table 7

Age by Q1-Q15 and QA-QL

Variable	r =	p =
Q1	0.150	0.306
Q2	-0.097	0.507
Q3	0.033	0.816
Q4	-0.147	0.311
Q5	-0.165	0.256
Q6	-0.005	0.972
Q7	-0.149	0.306
Q8	-0.197	0.173
Q9	-0.077	0.597
Q10	-0.069	0.636
Q11	-0.196	0.175
Q12	-0.296	0.040*
Q13	-0.016	0.910
Q14	0.041	0.777
Q15	-0.104	0.475
QA	-0.103	0.487
QB	-0.133	0.360
QC	0.024	0.865
QD	-0.081	0.577
QE	-0.033	0.817
QF	-0.219	0.129
QG	-0.136	0.350
QH	-0.0102	0.944
QI	-0.275	0.055*
QJ	0.0179	0.903
QK	-0.032	0.824
QL	-0.177	0.221

Note. See Appendix A for questionnaire.

Table 8

Correlation Between Variable 6 and QA-QL

Question	Variable 6	p Value
QA	-0.097	0.5149
QB	-0.092	0.5290
QC	-0.011	0.9366
QD	-0.049	0.7368
QE	-0.046	0.7532
QF	-0.115	0.4312
QG	-0.194	0.1795
QH	-0.122	0.4035
QI	-0.284	0.0479*
QJ	-0.335	0.0197*
QK	-0.357	0.0118*
QL	0.122	0.4010

*Significant at = .05

Note. See Appendix A for the questionnaire.

Table 9

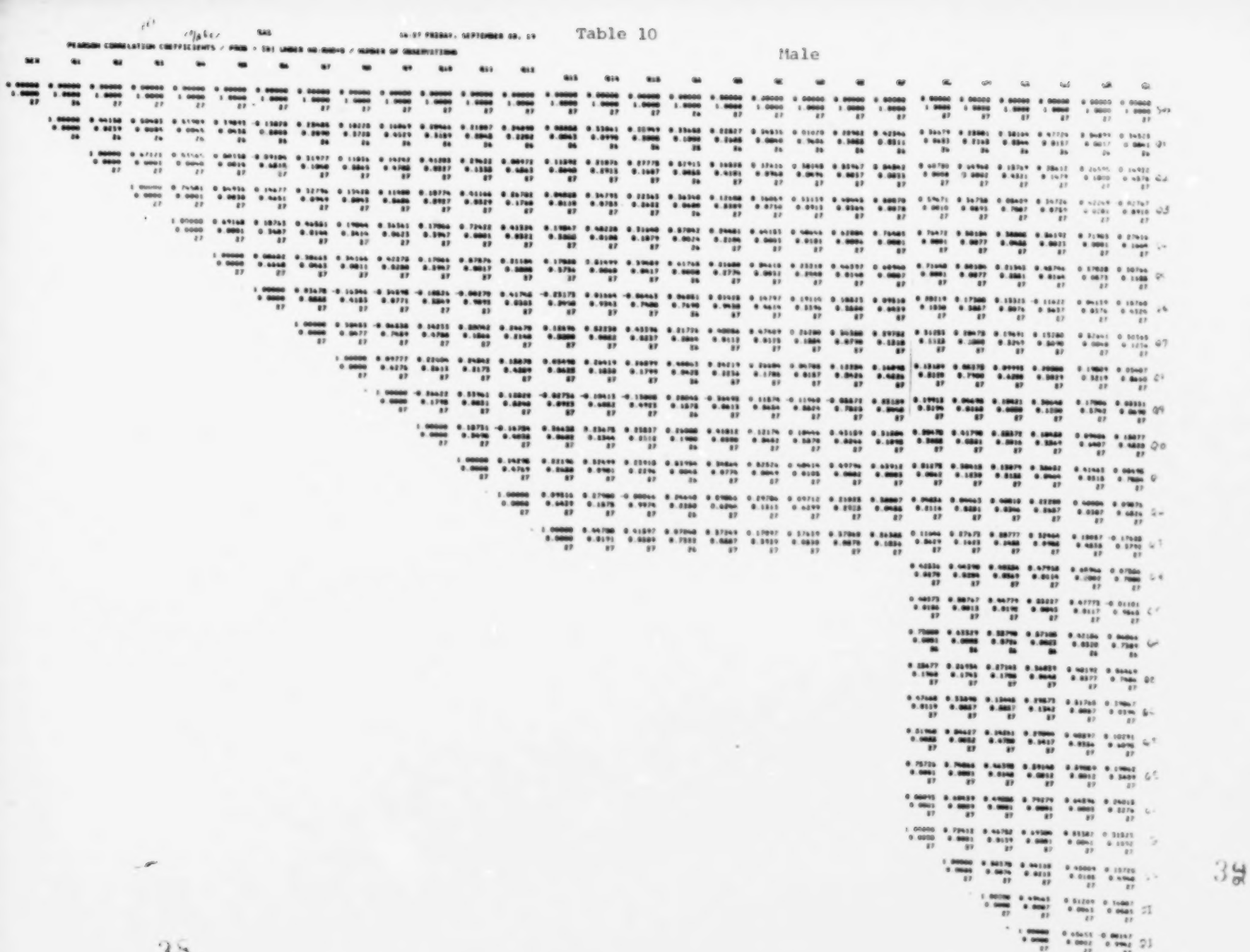
PDS Tables of Positions by Sex
PP, PG, PN

	Teacher PP1	Coord. PP2	Assistant Principal/ Principal PP3	Supervisor PP4	Assistant Professor/ Professor PP5	Dean PP6	Director PP7	Supt./ Asst. Supt. PP8	Other PP9	Higher Education PP10
Sex										
r =	.29	.17	-.35	.03	.27	0	.24	-.18	-.14	-.11
p =	.04	.26	.02	.86	.06	1.00	.11	.21	.34	.44
n =	48	48	48	48	48	48	48	48	48	48
	PG1	PG2	PG3	PG4	PG5	PG6	PG7	PG8	PG9	PG10
Sex										
r =	-.40	.23	.26	0	.11	-.17	-.06	.03	.16	.16
p =	.01	.11	.07	1.00	.48	.25	.70	.83	.28	.28
n =	48	48	48	48	48	48	48	48	48	48
	PN1	PN2	PN3	PN4	PN5	PN6	PN7	PN8	PN9	PN10
Sex										
r =	.08	-.06	.01	.26	.11	0	.22	-.01	-.18	-.11
p =	.61	.67	.93	.08	.47	1.00	.15	.95	.23	.27
n =	48	48	48	48	48	48	48	48	48	48

Note. See Appendix A for questionnaire.

Table 10

Male



Female

Table 11

Table 12

PDS Factors by Sex, Age, Degree

	Time	Fear	UPJB	Negative Support	Alienation Anger	Out-of-Control	Mental Changes
Sex							
r =	.04	.08	-.03	.17	.25	.30	.18
p =	.80	.57	.83	.26	.09	.03	.64
n =	49	49	48	48	46	49	9
Age							
r =	.14	-.07	-.23	.04	-.07	-.19	-.12
p =	.35	.65	.11	.80	.64	.19	.75
n =	49	49	48	48	46	49	9
Degree							
r =	.01	.08	-.15	.11	.19	-.00	.40
p =	.94	.60	.31	.47	.22	1.00	.29
n =	49	49	48	48	46	49	9

Note. See Appendix A for questionnaire.

Table 13

PDS Factors by Marital Status

Marital Status	Time	Fear	UPJB	Negative Support	Alienation Anger	Out-of-Control	Mental Changes
MSTA1							
r =	.19	-.24	0	-.05	-.17	-.13	-.09
p =	.19	.10	1.00	.72	.27	.37	.82
n =	49	49	48	48	46	49	9
MSTA2							
r =	-.37	.16	.11	.06	.03	.08	0
p =	.01	.28	.46	.67	.83	.56	1.00
n =	49	49	48	48	46	49	9
MSTA3							
r =	-.13	.18	.15	-.27	-.08	.05	0
p =	.36	.21	.30	.06	.60	.75	1.00
n =	49	49	48	48	46	49	9
MSTA4							
r =	.21	.05	-.12	.10	.25	.08	- .90
p =	.15	.74	.43	.52	.09	.60	.82
n =	49	49	48	48	46	49	9
Depend.							
r =	.20	-.09	.10	.01	-.04	.01	.09
p =	.17	.56	.50	.95	.77	.95	.81
n =	49	49	48	48	46	49	9

Note. See Appendix A for questionnaire.

Table 14

PDS Factors Instrument 1 by
Factors Instrument 2 Correlation

Factors	Time Stress	Fear of Non-Completion	Job Upward Mobility	Negative Support
Anger/Alienation				
r =	.61	.52	.05	.67
p =	.00	.00	.73	.00
n =	46	46	46	45
Out-of-Control				
r =	.52	.50	.23	.53
p =	.00	.00	.11	.00
n =	49	49	48	48
Mental Changes				
r =	.20	-.47	.36	-.73
p =	.60	.21	.35	.04
n =	9	9	9	8

Note. Refer to Appendix A for the questionnaire.

See Tables 5 and 6 for the two-factor analysis, factor loading tables.

Table 15

PRE-DISSERTATION SYNDROME
FOCUSED CODING CATEGORIES

---

17. Working on a dissertation can make one intense. Describe your behavior with your family members and other people.

    No change
    Very little change
    Family supportive
    Friends supportive
    Less family participation
    Preoccupied
    Mentally occupied
    More demanding
    Less family time
    Less social activity
    Family took a backseat.

18. What effect did the degree, graduation have on your personal life? Indicate any changes that occurred and when they occurred?

    No change
    Little change
    Built self-confidence
    More time with family
    Personal achievement
    Goal satisfaction
    Fulfillment
    More respect
    Friends impressed
    Relief
    Overqualified for job
    Divorced

19. What effect did the degree, graduation have on your professional life? Indicate any changes that occurred and when they occurred?

    Raised status
    Promoted
    Self-satisfaction
    Raised respect
    Increased efficiency
    No changes occurred
    Lost job
    Demoted
    Overqualified

(continues)

Table 15 (continued)

20. In regard to your marital status during your dissertation studies, for example, if you were married, explain how you found marriage to be; i.e., helpful, hurtful, facilitating, inhibiting, etc.

    Supportive
    Understanding
    Helpful
    Encouraging
    No support
    Single
    No change

21. If you had to do your doctorate work over again, please explain why you would or would not and what you would do differently.

    Why:

    Promotion
    Personal satisfaction
    Would do differently
    Earlier/younger
    Study full-time
    Write dissertation full-time
    Select advisor more carefully
    Slower pace

22. Did you experience failure at any point during your academic program? ____ Yes; ____ No. If yes, describe the situation(s) and explain how you handled it (them). If no, how would you have handled failure?

    Experienced failure due to:

    Calendar deadlines
    Advisement
    Proposal failure

    How would student handle:

    Never considered
    Don't know
    Seek advisor guidance
    Experience emotional setback
    Try again

(continues)

Table 15 (continued)

23. What support could you have used during your program?

- Support was good
- Advisor support
- Faculty support
- Financial support
- Statistical support

24. What was the most positive experience you remember and what impact did this have on you?

- Statistics courses and faculty statisticians were specifically named
- Faculty/staff members were specifically named
- Personal accomplishments
- Final defense

25. What was the most negative experience you remember and what impact did this have on you?

- None
- Statistics courses and faculty were specifically named
- Management of dissertation
- Faculty turnover
- Failed proposal
- Scholarly writing
- Lack of advisement
- Course/faculty members - identified

26. If there is anything else that you would like to explain, please do so:

- Positive relationship with advisor and faculty
- University support - opportunity
- Recommend the program
- Self-fulfillment
- Residency needs restructuring
- Advisement needs improvement
- High faculty turnover
- Higher Ed curriculum program needs review
- Early comprehensive exams

Table 16

PRE-DISSERTATION SYNDROME
FINAL CODING CATEGORIES

17. Working on a dissertation can make one intense. Describe your behavior with your family members and other people.
    A. No change (very little or none)
    B. Positive changes (more support)
    C. Negative changes (less time, intense focus, less patience, depression)

18. What effect did the degree, graduation have on your personal life? Indicate any changes that occurred and when they occurred?
    A. No impact
    B. Positive effect (confidence, more family time, goal/achievement, more respect, relief)
    C. Negative effect (overqualified, divorce)

19. What effect did the degree, graduation have on your professional life? Indicate any changes that occurred and when they occurred?
    A. Positive effect (raised status, promoted, self-satisfying, more respect)
    B. Negative (job lost, demoted, overqualified)

20. In regard to your marital status during your dissertation studies, for example, if you were married, explain how you found marriage to be; i.e., helpful, hurtful, facilitating, inhibiting, etc.
    A. No support
    B. Positive support (understanding, helpful, encouraging)
    C. Single

21. If you had to do your doctorate work over again, please explain why you would or would not and what you would do differently.
    A. I would do doctoral work over again:
       - for personal fulfillment
       - for professional growth
       - no response
    B. I would not do doctoral work again:
       - time commitment was too extensive
    C. What would you do differently:
       - Be a graduate student at a younger age.
       - Study full time
       - Pace myself more slowly
       - Select my advisor carefully

(continues)

Table 16 (continued)

22. Did you experience failure at any point during your academic program? ____ Yes; ____ No. If yes, describe the situation(s) and explain how you handled it (them). If no, how would you have handled failure?
    A. Experienced failure:
        - missed university/college date deadlines
        - perceived inaccurate information from advisors
        - failed written dissertation proposal
    B. Never considered failure
    C. No failure (How would have handled)
        - Did not know what would have done
        - Sought out proper advising
        - Would have had an emotional setback

23. What support could you have used during your program?
    A. Received positive support as it was
    B. Needed support (advisor, faculty, financial, statistics)

24. What was the most positive experience you remember and what impact did this have on you?
    A. Statistics courses and statistician named
    B. Faculty/staff member named
    C. Personal fulfillment
    D. Final dissertation defense

25. What was the most negative experience you remember and what impact did this have on you?
    A. Statistics courses and statistician named
    B. Lack of advisement
    C. Courses/faculty named
    D. Management of dissertation process

26. If there is anything else that you would like to explain, please do so:
    A. Positive experiences (advisor relationship, university support, self-fulfillment)
    B. Negative experiences (residency structure, higher ed. curriculum, faculty turnover)
    C. Suggestions

Table 17

Pre-Dissertation Syndrome
Coding Category Analyses

---

17. Working on a dissertation can make one intense. Describe your behavior with your family members and other people.

The respondents reported both positive and negative changes in their behavior with family members and other people while working on their dissertation. Limited time was the most commonly described change in their behavior. They found less time to participate with family and family related activities, as well as limited time for social and leisure activities. Sometimes there was even a feeling of isolation. In addition, while working on their dissertations, they were more intensely focused and preoccupied resulting in less patience and more demands upon other people. Some respondents mentioned even being depressed during this period. However, many respondents reported no change or very little change in their behaviors with family and friends.

18. What effect did the degree, graduation have on your personal life? Indicate any changes that occurred and when they occurred?

Most respondents reported completion of the doctoral degree had a positive impact on their personal lives. Many discussed personal fulfillment and a sense of achievement and pride in reaching a personal goal. Also, they felt the degree raised their self-confidence level and gave them higher self-esteem. Another commonly reported effect was the change in attitudes of family and friends. Friends were impressed with the accomplishment and in general respondents received more respect. A small number, however, reported weaknesses in their marital relationships as a result of the degree process, and a few reported marriages ended in divorce. Others reported a feeling of relief.

19. What effect did the degree, graduation have on your professional life? Indicate any changes that occurred and when they occurred?

Professionally respondents felt the degree impacted their lives in one way or another. Many reported the degree raised their status at work, caused more respect from colleagues, and in some cases even caused them to be promoted. They reported feeling better about themselves professionally resulting in increased work efficiency. On the other hand, some respondents reported the degree made them overqualified for their positions, and a few reported being demoted or losing a job.

(continues)

Table 17 (continued)

20. In regard to your marital status during your dissertation studies, for example, if you were married, explain how you found marriage to be, i.e., helpful, hurtful, facilitating, inhibiting, etc.

Overall respondents reported they found marriage helpful and facilitating during the dissertation process. The married students said their spouses were supportive, understanding, and encouraging during this period. A few reported no support, but they did not view marriage as harmful to the process. Some respondents, however, found very little change in their marital status; others reported being single but still indicated support from friends.

21. If you had to do your doctorate work over again, please explain why or why not you would or would not and what would you do differently.

In regards to the doctoral experience, the majority of respondents reported they would do the program over again if they had to make the decision but expressed they would do it differently. Many students said they would start the program at an earlier age, complete it at a slower pace, and devote full time to dissertation studies. Another common response was that they would be more careful in selecting an advisor and in selecting a topic. A few indicated they would not do the program over due to the time commitment which caused them to lose a job or promotion.

22. Did you experience failure at any point during your academic program? _____ yes; _____ no. If yes, describe the situation(s) and explain how you handled it (them). If no, how would you have handled failure?

Nearly half of the respondents indicated that they had not experienced failure, and one person indicated, "I don't know what I would have done if I had experienced failure because I never considered failing." Reasons from those who did fail included missing calendar deadlines, wrong information from an advisor, and dissertation proposal failure. In regard to how they would have handled failure, the following strategies were named: initiated advisor guidance, cried or experienced emotional setbacks and then gone on, worked harder, and would have tried again.

(continues)

Table 17 (continued)

23. What support could you have used during your program? Mention when, where, by whom. Indicate social, as well as academic.

The overall felling was that students had good support and needed no more. A repeated need expressed for support was in the area of counseling and specific mentoring of a "how to" book. Support was also needed by many with statistics. Other items of needed support included financial assistance, help from advisors, peer students, and the typist.

24. What was the most positive experience you remember and what impact did this have on you?

The recognition of faculty members collectively and/or individually was the overriding response to the most positive experience, they remembered. The department's secretary was identified as well. The statistician was named. Intrinsic awards such as personal accomplishment and learning were mentioned along with participating study groups, being reinstated, serving as a graduate assistant, and passing the dissertation.

25. What was the most negative experience you remember and what impact did this have on you?

College personnel was a major source of their most negative experiences. Identified were faculty, secretaries, and other staff members. The statistician was named. Faculty turnover was found to be a negative experience. Some had writing difficulty in the proposal stage. Calendar deadline requirements and clerical errors were mentioned. A few commented that they were determined to continue.

26. If there is anything else that you would like to explain, please do so:

The open-ended comments were nearly endless. Many wrote beyond the scheduled space onto the margins, page following, or attached a written page. Identified were faculty in the important role of advisor. Overall, the comments were positive and in reflection the experience provided learning techniques, knowledge, and a positive exercise in discipline. The word "pleased" was used. Negative responses included faculty turnover and naming the process an ordeal. Suggestions were to have a more realistic residence requirement, permit cognate focus to be through more than one department, invite all doctorate students to doctoral defenses, and to revise the Higher Education program. One student wrote, "Early communication of expectations."

September 28, 1989

Dear Friend:

In order to better understand the experience doctoral students go through while in the doctoral program, we developed the attached questionnaire. We believe that the doctoral program is unique and, unless one goes through the process, it is not understood.

We hope that the results of this study can be used for future modification of doctoral programs as well as of advisor/student relations.

We appreciate the time you have taken to complete this survey.

Dr. Pearlmarie Goddard

Dr. Isadore Newman

Dr. Wenifort Washington

Attachment

INSTRUMENT ONE

PRE-DISSERTATION STUDENT QUESTIONNAIRE

PLEASE CHECK:

_____ Female
_____ Male

_____ Ed.D. Degree
_____ Ed.D. Higher Education Degree

_____ Black
_____ Caucasian
_____ Asian;
_____ Other

_____ Married
_____ Single
_____ Divorced/Separated
_____ Widow/Widower

_____ Have Children/ Dependents

FILL IN THE BLANKS:

Age _____
Year began doctorate _____
Professional position at that time _____
Year graduated _____
Professional position at that time _____
Current professional position _____
Number of years in the Master's Program _____
Number of years in the Doctorate Program _____
Other pertinent information _____

INDICATE ON THE SCALE TO WHAT DEGREE YOU REMEMBER EXPERIENCING ANY OF THE FOLLOWING ACTIVITIES DURING DEVELOPMENT OF YOUR DISSERTATION:

		Always		At Times			Never
1.	Did you feel so overwhelmed you were unlikely to ask for or indicate you needed help with problems?	5	4	3	2	1	0
2.	Did you find yourself having less tolerance than usual with University faculty and staff?	5	4	3	2	1	0
3.	Did you find yourself having less patience and time with close relatives or friends?	5	4	3	2	1	0
4.	Did you find yourself more angry or irritable than normal?	5	4	3	2	1	0
5.	Did you feel you were on a treadmill having to do more than one thing at a time?	5	4	3	2	1	0

		Always			At Times		Never
6.	At the time you were writing the chapters, did you feel you received sufficient help and assistance from the faculty?	5	4	3	2	1	0
7.	Were you overly sensitive of the way others critiqued your work?	5	4	3	2	1	0
8.	Did you lose track of time or dates?	5	4	3	2	1	0
9.	Did you have little time for hobbies or time by yourself?	5	4	3	2	1	0
10.	Did you consider yourself driven?	5	4	3	2	1	0
11.	Did you find yourself more frequently speeding in your car to beat lights?	5	4	3	2	1	0
12.	Did you strive for the terminal degree to better your position?	5	4	3	2	1	0
13.	Was the graduation deadline a motivational factor in your completing the dissertation process?	5	4	3	2	1	0
14.	Did you fear you might not finish the process due to unforeseen events?	5	4	3	2	1	0
15.	Did minor setbacks or disappointments cause you to lose more time than one would think?	5	4	3	2	1	0

16. To what degree did you experience the following:

INSTRUMENT TWO

		Always			At Times		Never
a.	Anxiety	5	4	3	2	1	0
b.	Paranoia	5	4	3	2	1	0
c.	Physical changes	5	4	3	2	1	0
d.	Mental changes	5	4	3	2	1	0
e.	Emotional changes	5	4	3	2	1	0
f.	Hostility	5	4	3	2	1	0
g.	Anger	5	4	3	2	1	0
h.	Frustration	5	4	3	2	1	0
i.	"Out of control"	5	4	3	2	1	0
j.	Not appreciated	5	4	3	2	1	0
k.	Not understood	5	4	3	2	1	0
l.	Illness	5	4	3	2	1	0
m.	Other _____	5	4	3	2	1	0

EXPOSITORY QUESTIONAIRE

THE FOLLOWING ITEMS REQUIRE EXPOSITORY ANSWERS:

17. Working on a dissertation can make one intense. Describe your behavior with your family members and other people.

18. What effect did the degree, graduation have on your personal life? Indicate any changes that occurred and when they occurred.

19. What effect did the degree, graduation have on your professional life? Indicate any changes that occurred and when they occurred.

20. In regard to your marital status during your dissertation studies, for example, if you were married, explain how you found marriage to be, i.e., helpful, hurtful, facilitating, inhibiting, etc.

21. If you had to do your doctorate work over again, please explain why or why not you would or would not and what would you do differently.

_____ would; _____ would not.

Why:

Do differently:

22. Did you experience failure at any point during your academic program? _____ yes; _____ no. If yes, describe the situation(s) and explain how you handled it (them). If no, how would you have handled failure?

23. What support could you have used during your program? Mention when, where, by whom. Indicate social, as well as academic.

24. What was the most positive experience you remember and what impact did this have on you?

25. What was the most negative experience you remember and what impact did this have on you?

26. If there is anything else that you would like to explain, please do so:

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

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Date Filmed

March 29, 1991